

on which I have no time to dwell, let us remember that on our use of them depends our power of converting speech into music and painting. It has been well said, "There is but one art," and, as we study, we find we can unravel the subtle harmonies, the progressions, the constant changes, and we are encouraged to try and bring out through the cultured grace of our lips the beauty, the passion, and the pathos of our author's mind, throwing the weak parts into the back ground and bringing the strong ones into light.

Power is only attainable in this as in all other things through our own study and our own practice; but every one of us can master it if she so *wills* it: what has been called "the magic, the music, and the subtle witchery of the human voice."

Let us beware of all affectation and exaggeration, and by keeping *self* hidden be, for the time being, the author for our audience.

I will now endeavour to shew you by examples a very few of the beauties one can find scattered like gems in our English literature."

(Here followed selections from Rosetti, Macaulay, T. E. Browne, etc).

C. F. BARNETT.

Wednesday, May 3rd. Miss Drury in the chair.  
Miss Pennethorne's paper on "Indirect Character Training" was read by Miss Drury.

## INDIRECT CHARACTER TRAINING.

R. AMY PENNETHORNE.

You will probably have had your attention drawn to many of the great and direct aspects of Character Training—the giving of ideas, the inauguration of habits, the control of the will, the instruction of the conscience, etc. But there are some applications of more or less indirect methods of Character Training which might profitably be discussed. Not being present in the body, I cannot express direct personal opinions without fear of misunderstanding. These suggestions are necessarily crude and one-sided, but they are points for discussion rather than for agreement. Let us consider then—

1. The books read.
2. The games played.
3. The friends made.

1. *Do not* read children stories about other children. The sort of book which implies and supposes one life for the grown-up and another life and standard of conduct for the child, fatally undoes much of our work. Why confine their interests to Harry's naughty pranks and Laura's frocks, even in such a classic as "Holiday House?" Books about children are healthy reading for grown-ups, "lest we forget," but they retard a child's development. *Do* read them "boys' books," full of battle, murder, sudden deaths, accidents and adventures by field and flood. Clean horrors, whose origin is in accident and natural forces, never did anyone any harm, mentally or morally. To train the mind to face ugly facts without winking, and to listen unmoved to "seas of gore" is an invaluable training for matter-of-course composure when "issues fraught with life and death" suddenly arise. I am not indulging in one of those "sudden theories" which sting us splendidly and are never heard of again; instance



after instance could be given of the *practical* use of this method. A last word on reading—never interrupt a reading child. *Don't* send it, at the moment, to play with the others, even if its seclusion is a little selfish; *don't* badger it, at the moment, to sit straight, or get the light behind it, or to hold the book up, or *anything* else. Leave its soul alone with the book, and say all you may want to say afterwards when the child is lucid and can attend. Many children have lost all love of reading *simply* through the well-meant supervision which could not leave them undisturbed. On the same point *never* take away anything that the child may have got hold of, *however* unsuitable, at the time. Lie low and wait, and judiciously “lose” that book afterwards if you think it necessary, but remember that prohibition creates interest, and a child can read Shakespeare and the Bible straight through without harm or comprehension when left alone, but when once palings have been placed round portions, and the child metaphorically told “not to walk on the grass,” well, we all know that somehow the best daisies always seem to grow there.

Lastly, discuss what they read with them; try and read the books yourself, however “petty” and uninteresting they may seem: the correction of outlook may have most important bearings on both literary perception and standards of life and conduct.

2. The games played. By games I do not mean the ordinary out-door tennis, cricket, hockey, what-not. Organised games, with their own discipline of rules, can look after themselves, whether they are played within or without. They all train character, but they do not always express it. One word before we go on, on the subject of card playing. I would say certainly teach both boys and girls to play cards, and that *young*. Make them a commonplace, every-day matter, with no stimulus of counters or prizes, but played simply “for the game.” The boy of twelve who goes to school a hardened and quite decent Bridge player is not going to regard it as a stealthy, fearful joy, and lose all his pocket money at it! The accustomed has no exaggerated interest for us, and the player accustomed from childhood to play has none of the difficulties or the excitements of the novice. But the games which I especially purposed to speak

to you about were that noble army which begin “let’s pretend,” and have no organised rules or procedure. Their character and disposition stalk unchastened, naked, and unashamed. You may live with children for months, teach them, play “rounders” with them, etc., and never see the inner shrine, or the cloven hoof, till some wet afternoon when you elect to “play at” hospitals or dinner parties! If you get a chance of joining in these games, be a child at them; you will probably not have to supply the imaginative ideas, but *do* see that they get the details right. Nothing must be too much trouble; scrape the white chalk carefully to mix with a little stolen glycerine and cucumber, to make the white soup for their mock dinner party, and help to wash the plates afterwards, and *see* that it is done. Notice whether Jack or Jane always will “boss” on these occasions; notice whether sentimental silliness crops up over suppositious weddings of properly tablecloth-robed kings and queens. It is not a time for active interference, except in flagrant cases, but it is a marvellous opportunity for suggestions as to conduct and observation as to individualities.

3. The friends they make must be your friends too. Take pains to know and understand the people who have far more influence over your children than you, “charm you never so wisely.” You will probably disagree with me when I say encourage them to talk about their friends, *not* of their doings together, which we have no right to pry into, but as “persons.” It is not disloyalty to see the clay feet of our golden idols—it is our only chance of reaping any good from them, “heartily know when half-gods go, the gods arrive.” Never let them say unkind things, or things which cannot be proved; but don’t hesitate to say that Jack is rowdy or Jane not always straight forward, and teach children that confidence cuts both ways, by never allowing them to tell you what their friends think of you. Criticism never harmed anyone in this world—open criticism is what we most desire in our own friends—but tale-bearing is the blackest and most utterly unforgiveable of social crimes. We forgive the gossip long before the informer. Encourage your children to be friendly, and to put themselves out for guests. The child with many pursuits and interests is rather apt to resent having to leave them to entertain or be entertained, and needs training



in social duty. But never, if possible—and oh, would that it were always possible—allow them to make a habit of a human being. There are people who can do *nothing* without a companion and accomplice; who always have a dear Alice or Jane to fill up every second of time which might be spent in reading or doing or executing the thousand and one things there are in the world to do. This pitiable state of things is very difficult to prevent; but it should never be encouraged, even where it is perforce allowed. "The nurse of full-grown souls is solitude," and it does no child any harm to be left absolutely alone now and again. If it "gets into mischief" in the interval, reckon the results not on the material damage done, but on the probable mental effect. Better a torn frock and filthy hands gained by trying to get up a tree to see how a bird makes its nest, than a clean but perfectly aimless afternoon.

But we have wandered now into doing without friends—"doing without" is excellent discipline—whenever it becomes voluntary. Many, many points bearing on all these three subjects remain, and I hope that the outcome of your discussions will prove of immense value to the many not present, who must face all these questions alone.

Discussion centred on Miss Pennethorne's views with regard to books read by children.

Miss Allen disagreed with Miss Pennethorne's opinion that a child reading an undesirable book should not be disturbed, or the book taken away directly. Evil might be done in a few minutes.

Miss Hertzelt said that the treatment should depend on the temperament of the child, as the very fact of calling attention to the evil might open their eyes to it.

Miss Wilkinson asked if the child could not be prevented from ever obtaining an undesirable book.

Miss Lawrence suggested that children should always submit their books to the scrutiny of their parents before reading them.

Miss Drury raised the question, as parallel with this, of how to keep children from harm in newspaper reading.

Miss Allen then gave the idea of teaching children to respect their own minds, and of their own accord to stop reading anything that "soiled their minds."

Miss R. Williams thought it a better plan for children to ask an elder whether a book would prove interesting, rather than raise the question of "may" or "may not."

Resolution was moved by Miss Wilkinson and amended by Miss Allen that:

"Parents or those in authority should, as far as possible, exercise supervision over the books allowed to fall into children's hands, but there should be no restriction to their power of taking away at once an undesirable book."

The amended resolution was seconded by Miss Lawrence, and carried unanimously.

Further discussion followed.

Miss Lawrence objected to Miss Pennethorne's proposal to supply books of horrors to children. Imaginary horrors in adventure stories she considered injurious to children; but if horrors are necessary, let them be of the sufferings of real people.

Miss Allen asked for advice how to treat historical horrors and the fascination they have for some children, but asked if the unpleasant details could not be avoided.

Miss Hertzelt agreed that details were better avoided, as children were more apt to gloat over them than realize the pathos.

Miss Drury reminded the students present that children, like nations, must pass through a stage when horrors are not so horrible to them as to more advanced minds.

Miss Allen proposed the following resolution:

"Stories of hardships endured through devotion or patriotism are suitable for children, but books of horrors as such, whether historical or imaginary, should be avoided."

The motion was seconded by Miss Hertzelt, and carried unanimously.

Miss Allen rose to defend Miss Pennethorne's doctrine of horrors as a fight against "missishness."



Thursday morning. Miss Brookes in the chair.

A general discussion took place on the following questions submitted by various students.

1. Accomplishments versus knowledge. On which side must we reckon Foreign Languages.

Distinctions drawn by Miss Allen were that accomplishments are acquired for social use, and knowledge for the formation of character and for culture.

Putting the question to the vote a large majority decided that Foreign Languages must be ranked under both headings, two students only considering them as merely accomplishments, and three as knowledge.

On being asked why this question had been raised it was shewn that on the decision depended the amount of time necessary to be given to them.

Questions then arose on the amount of work set in the Natural History for Class III., and the Geography for Class II., and the following resolutions were passed:—

- \* 1. "That the Natural History Work in Class III. is more than can be satisfactorily worked through in the term.
- 2. The same applies to the amount set in the Geographical Reader, Book III., used in Class II.

Miss Pennethorne had sent a request for lessons on the following subjects.

- (a.) Livingstone's Life.
- (b.) Blank Verse on a Picture.
- (c.) Eggar's Geometry.

The general opinion was that no lesson was necessary on Livingstone's life, as the book should be read either by or to the children.

Miss Allen has kindly promised to give a model lesson in the "Plant" on the teaching of Blank Verse, illustrated by work done by her pupils.

\* With regard to the third request it was decided to ask for a lesson by a present student to be printed in the P.R.

Another request was for advice as to how to use Nestfield's English Grammar in Class IV.

As no other student present had had experience in using

this book, it was hoped that any students teaching in Class IV. would kindly write suggestions to be published in the "Plant."

The following question was asked, and the students, after much discussion, felt that it must be referred to Miss Mason.

\* "May any help whatsoever be given to a child in examinations in Classes Ia, Ib, and II., as, for example:

- 1. By changing the word "hazel" for nut:  
"Describe a nut tree" instead of  
"Describe a hazel tree."
- 2. By explaining an arithmetic question.
- 3. By supplying the name of an historical personage instead of giving the quotation.

The question of personal influence being again raised, the distinction was drawn between the unconscious influence of personality and the conscious effort of trying to instil principles dear to ourselves. The decision was reached that:

"Personal influence should never be consciously exercised over children when it may lead them to criticise their parents."

At the end of this discussion there was a general request that Miss Mason would write something for the students in answer to the following question:

\* "How far are we responsible for children's behaviour when not under our direct personal influence, either out of school hours or when with other teachers."

Questions and resolutions marked thus \* were submitted to Miss Mason on Thursday evening and answered on Friday morning.

Friday morning, discussion meeting in the Summer-house. Miss Wilkinson in the chair.

Discussion on the questions of children's games and friends based on Miss Pennethorne's paper on Character Training. Her points on card-playing were unanimously accepted; and as regards games beginning "Let us pretend," it was felt that when children were too old for such games,



the imagination should be cultivated by letting them act plays, charades, &c.

The students again agreed with Miss Pennethorne as to the value in character training of thoroughness of detail.

Her point as to whether we should discuss their friends with children, the following resolution was passed:

"That we should not *lead* children to discuss their friends, but accept just criticism, keeping before the children the true meaning of charity."

A further question asked by Miss Stubbs was, What degree of familiarity is desirable between governess and pupil?

The conclusion arrived at was that this must depend upon the temperament of individual children.

11-30—12-30. Criticism Lessons.

Science: Miss Morris.

Botany: Miss Clendinnen.

12-30—1-30. Miss Mason answers the questions and resolutions sent up by the students:

I. Mathematical Teaching.

(1) Children brought up through Classes I. and II., who have been taught on the A. B. C. method, do not find the work too much, as they have a thorough grasp of principles.

(2) The question of changing the book used, "The Junior School Arithmetic," Longman, shall be considered.

(3) More time cannot be spared for arithmetic, owing to the great number of subjects on the programme. This number cannot be lessened without loss to the children; it is our duty to open to them the way into many fields of knowledge.

II. Miss Mason has consented to lessen the amount of Geography set for a term's work in Class II., and of Natural History in Class III.

III. Miss Williams answered for Miss Mason on the question about Eggar's Geometry. The teachers should summarize as they work through the book,

bringing forward the aims and using any other help they find necessary.

IV. Miss Mason left this question (help in examinations) to the discretion of the students. The examination questions are framed especially to appeal to the children's intelligence. If the teacher feel that the children would be unable to understand a question through some omission on her part, she must decide for herself how much help may be given; but it must never be lost sight of that examinations are a deep lesson in honour, and the children must never be allowed to feel that this is in any way tarnished.

V. Miss Mason asked us first whether we meant "direct personal influence" or "direct control." Our influence, and responsibility in that direction, was unlimited; but with regard to the children's behaviour when not under "direct control," she said we must practice the divine law of forgiveness, and learn to forgive ourselves for our failures. When asked further how to help the children to a higher standard of behaviour, Miss Mason said our refuge would be in character training, and advised us to read "Ourselves, our Souls and Bodies," as we would gain from it a broad view of human nature to work upon.

Saturday morning.

Miss Sumner very kindly gave us an hour of her time, and we received many valuable hints from her in answer to our questions.

She had also prepared a lesson for us, in which she showed us how the drawing of natural objects may be simplified by combining the study of the position of points with that of form, but warned us against becoming mechanical.

For original illustration she recommended the study of detail from famous pictures, particularly for those children who find difficulty in drawing such things as horses, figures, &c. From the old numbers of "Punch" good idea may be obtained, but the study of pictures must always be followed by the study of the natural object.



Miss Sumner's lesson was given upon the idea that we must ask questions of the subject we are drawing, and put down on our paper the answers we get. An anemone flower was taken as model, and the idea was exemplified by three methods.

The first was to take the chief points in the subject, asking of each, with reference to the others, Does it come above or below, does it come to the right or to the left, and how far?

This method ensured accurate drawing, but is apt to become mechanical, and to lose any feeling for the beauty of the subject.

The second method was to consider which was the biggest form, enclosing all the others, then the next biggest in relation to it, and so on until all the shapes had been placed.

This method also leads to accurate representation without danger of missing beauty, but the drawback is that one cannot be sure that any of the points are exactly in their right places.

The third method is to draw the tones, asking what is the shape of each tone, the tone being due partly to colour and partly to shadow.

These methods were then applied to drawing the leaf as well as the flower.

In answer to an enquiry as to how children can be helped out of difficulties in their Original Illustrations, *e.g.*, in drawing animals, Miss Sumner advised us always to use the best copies, such as old drawings from "Punch" or Leech's or Keene's, and, occasionally, current numbers. Children should never be allowed to copy from inferior drawings. Drawing from the flat may teach them what to look for in nature. They must then go to nature to verify what they have seen in the work of good draughtsmen. This is the legitimate use of the French books: *Pour dessiner simplement*.

Miss Williams afterwards gave a lecture on graphical Algebra, in which she showed how equations may be expressed by graphs, and obtained from them.

## GEOGRAPHY WALK.

CONDUCTED BY MISS WILLIAMS.

*Thursday afternoon, May 4th.*—Climbed to the top of Loughrigg, where Miss Williams showed us a map of the district, which indicated the different races supposed to have inhabited it at various times. There are three ways by which one can find out the kind of people who have inhabited a district:

1. The remains left behind them.
2. Names of places and words used in speaking.
3. Physical characteristics of present inhabitants.

1. Some of the traces left by settlers in the Lake District are:

(a) Barrows. (b) Druid Circles. (c) Traces of old dwellings.

(a) There are two kinds of Barrows, *Long Barrows*, which contain long-shaped skulls; *Round Barrows*, which contain round skulls.

Long Barrows are to be seen in Copeland Forest and at Kirkby Stephen.

The Round Barrows contain skeletons of short, round-headed people, very muscular, and evidently stronger than those buried in Long Barrows.

These Barrows are to be seen at Crosby, Ravensworth, &c. The skeletons in the Barrows in this district are always found crouched up, which is a characteristic of the Celtic race.

(b) Druid Circles are to be seen near Keswick and Penrith. These are evidently the work of a Celtic race who came over from the Isle of Man.

(c) Traces of old dwellings found near Windermere, Keswick, and Boulds.

2. *Names.* Nearly all names in this district are said to be Norse (Scandinavian), but names of rivers and some of